

The Power of Assessment Webinar Series

Module #10

Formative Assessment Strategies

Tom Schimmer

In partnership with the IDAHO STATE DEPARTMENT OF EDUCATION



IN THE END, YOU WILL...

- ...develop an initial understanding of the role that **common formative assessments** can play in an overall balanced assessment strategy.
- ...understand the important characteristics of **hinge questions** and how they can be used formatively.
- ...be able to identify a few **self-assessment** strategies you could incorporate into your instructional routines.

Common Diagnostic Assessment

- ☐ Typically at the beginning of the year.
- ☐ Used to determine instructional groupings
- ☐ Used to identify instructional strategies
- ☐ Decisions are "initial"
- ☐ Groupings meant to match the relative intensity of the learning challenge.

Pre-Assessments

Common Formative Assessments

- ☐ Usually interim or periodic. **PLCs**
- ☐ Often similar in format to district or state assessments.
- ☐ Focus is on the BIG IDEAS or "Power" Standards.
- ☐ Teams use the results for further instructional planning.
- ☐ Instructional alignment & ongoing collaboration.
- ☐ Clarity on "proficiency" or "mastery."

Common Summative Assessments

- ❑ Usually at the end of a unit, quarter, semester, and/or course.
- ❑ Verification of the achievement of standards.
- ❑ Results used to make large scale instructional and/or program decisions.
- ❑ Often replicate the format of external standardized tests.
- ❑ Can be authentic assessments as well.

Assessment Levels

Level	Priority	Frequency
Classroom	Formative Assessment & Feedback	Immediate Goals Daily/Weekly
Grade-wide OR school-wide	Common Assessments	Short-term Goals Monthly/Periodic
District/State	Summative and/or Standardized	Long-term Goals Yearly

Hinge Questions

What is a "Hinge" Question

(Dylan William)

- ❖ A well constructed question that reveals the students' true level of understanding.
- ❖ Based on an important concept that is critical for students to understand.
- ❖ Students rarely (if ever) get the *right answer* for the *wrong reason*.
- ❖ Usually in multiple choice format (limits responses).
- ❖ Other choices represent common errors in thinking.

"Hinge" Question Guidelines

(Dylan William)

- No more than 2 minutes for all students to respond. (1 min. is better).
- Teachers must be able to view/interpret responses in approx. 30 sec.

Self-Assessment



"I am ready to answer a question about the lesson."



"I'm following the session but I still have things to figure out"



"I have a question."

From Embedded Assessment by Dylan William



Fist to Five

0 = "I am completely lost." 1 = "I need a lot help."

With the teacher

2 = "I understand some of it, but I need to practice more."

3 = "I understand it, but could use some extra help." **PEER**

4 = "I feel confident that I can do it independently."

ALONE

5 = "I feel like I have it mastered."



Student Reflections

- Look Back

What unexpected challenges did you encounter while you were working on this project? How did you overcome them?

- Look Ahead

What aspects of other students' projects would you like to incorporate into your next project?

- Look In

What did you learn about yourself while you were working on this project?

- Look Out

What do you hope others will notice about you when they're looking at your project?

Checklists v Rubrics

- ❑ **CHECKLISTS** focus on verifying the existence or follow-through with specific aspects, attributes, or directions.
- ❑ **CHECKLISTS** are low-inference decisions and can include "non-learning" attributes. (i.e. title page).
- ❑ **RUBRICS** are anchored on the intended learning or standard and distinguish between levels of quality.

What's Next?

- Effective Leadership for Assessment & Grading

- Adaptable leadership
- The evolution of a new idea.
- First 3 of 6 leadership strategies.

Questions/Connections...



@tomschimmer



www.tomschimmer.com



tschimmer@live.ca